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ABSTRACT

As part of an analysis and evaluation of the teacher training program in the College of Education, University of Missouri--Columbia, a questionnaire survey was conducted 1) to ascertain if in the opinion of recent graduates their preservice program gave them adequate preparation for teaching, 2) to assess attitudes toward each of 13 education courses, and 3) to assess attitudes toward teaching as a profession. A 100-item questionnaire was constructed, based on interviews with several instructors. Subjects (279) were selected by random sample from a list of 1969 College of Education graduates. Findings, based on 96 percent return of questionnaires, indicate that most of the recent graduates are relatively well satisfied with teaching as a profession. As a group, they feel they are being paid adequately and future plans include pursuing an advanced degree. Students in general felt good about their preparation to work in the classroom but expressed concern over lack of actual experience working with children. Most felt that courses with practical experience such as student teaching were of most benefit. More skills related to actual teaching and media usage were needed. Attitudes toward specific courses were hard to ascertain. (The questionnaire with item-by-item findings is included.) (JS)

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A FOLLOW-UP STUDY OF RECENT GRADUATES OF THE COLLEGE OF EDUCATION, UNIVERSITY OF MISSOURI - COLUMBIA

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A FOLLOW-UP STUDY OF RECENT GRADUATES OF THE COLLEGE OF EDUCATION, UNIVERSITY OF MISSOURI - COLUMBIA

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The past several years have produced many questions concerning current educational practices. One of the major ones has to do with the preparation and training of our teachers. What constitutes the ideal college program for the training of teachers is still unknown. Consequently, there is a great need for research to help judge the merits of various programs. If progress is to be made in evaluation of teacher training programs, it is essential that each institution make a thorough study of its program.

Problem

This study is one aspect of an analysis and evaluation of the teacher training program in the College of Education at the University of Missouri-Columbia. This analysis is in terms of the opinions of recent graduates of courses in professional education taken by these students, content presented in these courses, and attitudes toward their overall training to teach in elementary or secondary schools. In addition, information will be gathered concerning present job satisfaction and future plans regarding education as an area of vocational choice.

The specific objectives of the study are as follows:

(1) To ascertain if in the opinion of recent graduates, their pre-service program gave them adequate preparation for teaching:

(2) To assess attitudes toward the following courses,

A102 Educational Psychology
D140 School Organization and Administration For Secondary Teachers
D199 Student Teaching in The Secondary School
D111 Teaching of English in Secondary School
D121 Teaching of Social Studies in Secondary School
D124 The Teaching of Science In The Secondary School
D128 Teaching of Mathematics in The Secondary School
E140 School Organization and Administration For Elementary Teachers
E199 Student Teaching in the Elementary School
E167 Mathematics in The Elementary School
E198 Science in the Elementary School
E325 Teaching Reading in The Elementary School
E368 Social Studies in The Elementary School

(3) To assess attitudes toward teaching as a profession.

Due to the nature of the investigation, this study rests upon the following assumptions: (1) The sample of recent graduates participating in this study is representative of the population of graduates of the University of Missouri teacher training program; (2) The recent graduates can identify the content presented in their courses; and (3) The expressed opinions of recent graduates completing the questionnaire will be somewhat indicative of the adequacy of the program presently offered.

Related Literature

Criticisms of the preparatory programs of teachers is not new. Wattenberg (1961) labeled as "inadequate" and "poor" the programs presently being conducted in the area of teacher training. He further stated that

our nation must dedicate resources to the study of education on a scale equal to that it accepts for roads, health, and space flights if we are to meet the demands (Wattenburg, 1961).

Willis (1968) examined in depth the conflict between academicians and educators on the value of education courses. He stated the premise for courses in education as follows: Prior knowledge of the student is usable; transfer of learning due to similarity of situation; formulating guidelines to follow; and course instructors should apply the same techniques in teaching as he would want his students to apply in theirs. Blackman (1967) found in his research that having students rate their instructors and courses was a worthwhile method of evaluation. Smith (1966) in his article, "Methods Courses as Seen by Students" formulated a series of questions asking students to evaluate their education courses. He found that overall courses are valuable and that students felt they had received much information from their education courses.

Chase (1963) in his investigation found that most beginning teachers thought they were pretty well prepared for making plans and teaching in a classroom but expressed concern at the lack of preparation for such duties as keeping study halls and for evaluating students' backgrounds. Most expressed a need for more student teaching and wiser experiences in such things as contact with the community. Shawyer (1968), like Chase, found that students indicated more need in practical application and experience than was being given them. He also suggested that more emphasis in courses should be placed on actual teaching skills and media usage. Presently we are not using enough skilled and critical analysis of the student teacher. Perhaps a period of internship after graduation for teachers would be of value (Shawyer, 1968).

The review of related research and literature indicates that some attention has been given to examing preservice preparation for teachers. However, the findings indicate that the research is limited and inconclusive; consequently, further study is essential.

A common finding of several authorities was that more actual teaching experience was needed during the pre-service training period. Though preparation for planning and conduct of classes seemed adequate, enough problems came up outside of this area to merit additional time being spent in training to meet these problems.

In conclusion, it is apparent that most educators agree that something must be done to insure that prospective teachers receive adequate training. The research, however, gives little direct assistance to teacher training colleges in improving their programs.

Method

Information for this study has been secured by questionnaire replies received from recent graduates of the College of Education, University of Missouri - Columbia. These recent graduates were selected by random sample from a list of 1969 College of Education graduates.

The first step in the development of the questionnaire was to collect information from several instructors currently involved in the teacher training program at the University. Those interviewed were as follows: Dr. A. Sterl Artley, Dr. James Craigmile, Dr. Wayne Dumas, Dr. Roger Harting, Dr. Charles Koelling, Dr. J. Benjamin Leake, Dr. Robert Reifschneider, Dr. Robert Reys, and Dr. Carey Southall. Each of these instructors after being advised of the project were asked

what they would like to find out from Missouri's recent graduates. Their replies to this question became the heart of the questionnaire. It was as a result of the interviews that the specific courses to be checked were ascertained and the specific type of question to be included was decided upon.

This study is based upon the assumption that the attitudes of recent graduates should be somewhat indicative of the quality of program offered. Hence, the questionnaire was designed to obtain opinions regarding the recent graduate's ability to assume the responsibilities of teaching upon completion of the teacher education program.

In order to minimize any ambiguity and interpretation problems which might arise when participants completed the questionnaire, a selected group of last semester seniors from the College of Education were asked to complete the questionnaire. The questionnaires were administered to three groups of five each. Each student was given an opportunity to raise specific questions and indicate any misunderstandings encountered in completing the questionnaire. Several alterations were needed after the first administration, but no new questions were raised on administration 2 and 3. On the basis of this information, the final questionnaire was constructed.

The questionnaire, accompanied by a cover letter and a self-addressed stamped envelope, was mailed to 322 recent graduates. Twenty-three were returned for insufficient address which reduced the number of graduates assumed to be contacted to 299. Two follow-up letters were sent to those who did not respond. A total of 279 recent graduates returned questionnaires for a 93% participation. Nine additional questionnaires were received after the cutoff date to bring the total response to 96%.

Each of the items on the returned questionnaires were key punched so that the computer could be used to help with the final evaluation of the information. Several questions of necessity were "open ended" and thus had to be hand tabulated. The findings of this study are based on the responses of recent graduates to the different items on the questionnaire. By the nature of the items included on the questionnaire, not all 279 recent graduates responded to each item. The total number of responses is included at the top of each table.

RESULTS

The information resulting from this study seems to indicate that most of the recent graduates are relatively well satisfied with teaching as a profession. Their answers indicate that, as a group, they are being paid adequately and that future plans include pursuing an advanced degree.

General information concerning those returning questionaires is shown in table 1.

Insert Table 1 about here

Of significance in table 1 is that over three times as many females as males were included in this study. Question 4 establishes the five areas of specialization examined as elementary, English, social studies, mathmatics, and several areas within the science division.

Table 2 deals with job satisfaction and future plans of participants.

Insert Table 2 about here

74% indicate that their job is what they hoped to obtain. 75% intend to continue teaching with 77% teaching in their present position again next year.

Salary level and need for additional income are the subjects of table 3.

Insert Table 3 about here

Only twenty two of those questioned indicated that they were working at a job in addition to their teaching position. Of those "moonlighting" only two who responed to the question were involved in work related to teaching.

Tables 4 through 16 contain recent graduate's evaluations of the level of proficiency or understanding they developed in various aspects of the courses listed.

Insert Tables 4,5,6,7,8,9,10,11,12,13,14,15, & 16 about here

Participants in the study graded each aspect on an "A" through "F" scale. Of significance is the positive reaction to practical experience activities as is indicated by grades given to the various aspects examined in the student teaching courses.

Questions dealing with the participants general feelings concerning their training as a teacher are included in table 17.

Include Table 17 about here

DISCUSSION

Several similarities exist between the findings of this study and previous research. Students in general felt pretty good about their preparation to work in the classroom but expressed concern over lack of actual experience working with children. Most felt that courses with practical experience such as student teaching were of the most benefit. More skills related to actual teaching and media usage were needed. Evaluation of the specific courses was impossible to compare with previous studies due to the structure of the questions used in this evaluation.

A number of factors limit the conclusions that can be drawn from the information resulting from this study. Some of these factors are as follows: (1) That only first year teachers were included in the study; (2) Not all major areas of specialization were included; (3) The group polled contained a considerably higher percentage of females than the general population of College of Education graduates; and (4) The nature of the instrument used in the poll restricted possible responses and thus did not allow participants freedom to express themselves adequately. This is evidenced by the number of participants who wrote additional comments in the margin of the questionaire.

SUMMARY

This study is one aspect of an analysis and evaluation of the teacher training program in the College of Education at the University of Missouri-Columbia. Related literature indicates that most educators agree something must be done to insure that prospective teachers receive adequate training. The research, however, gives little direct assistance to teacher training

colleges in improving their program.

After interviewing several instructors currently involved in the teacher training program, a questionaire was constructed that contained items of interest to the instructors. The questionaire was sent to recent graduates of the teacher training program, College of Education, University of Missouri-Columbia. The findings of this study are based on the responses to the different items on the questionaire.

The information resulting from the questionaire indicates that most of the recent graduates are relatively well satisfied with teaching as a profession. As a group, they feel they are being paid adequately and future plans include pursuing an advanced degree. Attitudes toward specific courses were hard to ascertain though comments included on several questionaires indicated that more involvement in actual teaching and student related activities would be of value. This was also indicated by the consistently higher evaluations given the various learning activities related to student teaching.

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Shawyer, D. Professional education or apprenticeship? Record, 1968, 70, 127-31.

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Willis, D. E. Learning and teaching in methods courses. Journal Of Teacher Education, 1968, 19, 39-46, 165-75.

TABLE 1

General Information Questions

Item No.	Item (N=279)	Number	Percentage
1.	Sex		
	~~sex~~ MALE	65	23
	female	212	76.5
2.	Marital status		
	single	126	45.5
	married	148	53
	widowed, separated or divorced	3	1
3.	On what level are you teaching?		
	elementary	161	58
	secondary	108	39
	both	6	2
	college	3	1
4.	What is your teaching area of specialization?		
	elementary	154	55
	biology	12	4
	chemistry	2	1
	English	29	10
	general science	5	2
	mathmatics	35	12.5
	social studies	27	10
	other	12	4

TABLE 2

Job Satisfaction And Future Plans

Item No.	Item (N=279)	Number	Percentage
7.	What influenced you to accept your present teaching job?		
	desirable location	63	23
	salary offered	17	6
	liked people I interviewed	16	6
	all of the above	118	42
	husband works in community	36	7
	husband in college	14	5
	other	6	2
8.	Is your position the kind you hoped to obtain?		
	yes	206	74
	no	67	24
9.	If "no" state the primary reason it failed to meet your aspirations.		
	undesirable location	10	14.5
	salary too low	11	16
	too many preparations	7	10
	poor teaching conditions	17	25
	too many extra assignments	2	3
	other	22	31

TABLE 2 (Continued)

14.	What is your reaction to teaching?		
	like it very much	127	46.5
	well satisfied	59	22
	satisfied	74	27
	just tolerate it	10	4
	dislike it	2	1
15.	What are your plans as far as teaching is concerned?		
	intend to continue	199	75
	plan to drop out	7	3
	am undecided at present	30	11
	plan to drop out for time being	29	11
16.	Please indicate your plans for next year.		
	will teach again at present location	194	77
	expect to go back to college	17	7
	plan to enter another type work	18	7
	plan not to work	17	7
	will teach again at another location	5	2
5.	Have you begun work on an advanced degree?		
	yes	51	18.5
	no	221	80
6.	If "no" do you plan to begin work on an advanced degree in the near future?		
	yes	124	52
	no	25	11
	not sure	76	35

TABLE 3

Salary Provided By Teaching Position
And Necessity For Additional Renumeration

Item No.	Item (N=279)	Number	Percentage
10.	Please indicate your salary for full year.		
	range:		
	high	$9300	
	low	$4500	
	mean	$6316	
11.	Do you have employment in addition to your teaching job?		
	yes	22	6
	no	257	93
12.	If yes, how many hours per week do you work other than teaching?		
	1 hr	1	4.5
	2 hr	1	4.5
	3 hr	4	18
	4 hr	4	18
	6 hr	2	9
	8 hr	1	4.5
	9 hr	6	27
	10 hr	2	9
	20 hr	1	4.5

TABLE 3 (Continued)

13. What type of work do you do other than teaching?

store clerk	1	4.5
bowling instructor	1	4.5
bus driver	1	4.5
tax consultant	1	4.5
teach cake decorating	1	4.5
teach piano	1	4.5
shoe salesman	1	4.5
life insurance salesman	1	4.5
other responses not given	14	64

TABLE 4

In A102 Educational Psychology, What Level
Of Understanding Did You Develop In The Following:

Item No.	Item (N=252)	Number	Percentage
17.	The concept of intelligence and measuring ability		
	A (5)	10	4
	B (4)	25	10
	C (3)	119	47
	D (2)	76	30
	F (1)	22	8
			Mean = 3.298
18.	How students are motivated		
	A (5)	13	5
	B (4)	46	18
	C (3)	106	42
	D (2)	67	26.5
	F (1)	21	8
			Mean = 3.146
19.	How students learn		
	A (5)	10	4
	B (4)	43	17
	C (3)	113	44.6
	D (2)	70	27.6
	F (1)	17	7
			Mean = 3.162

TABLE 4 (Continued)

20. Using statistics and measurement in the classroom			
	A (5)	27	11
	B (4)	71	28
	C (3)	89	35
	D (2)	50	20
	F (1)	15	6
			Mean = 2.821

TABLE 5

In D140, School Organization And Administration
For Secondary Teachers, What Level Of Understanding
Did You Develop In The Following:

Item No.	Item (N=124)	Number	Percentage
21.	The roles of federal, state, and local government agencies in education		
	A (5)	20	7
	B (4)	51	18
	C (3)	36	13
	D (2)	15	5
	F (1)	2	1
			Mean = 3.581
22.	Professional relationships and responsibilities of the classroom teacher		
	A (5)	33	27
	B (4)	48	39
	C (3)	32	26
	D (2)	8	6.5
	F (1)	2	2
			Mean = 3.829
23.	The teacher's responsibility outside assigned classroom duties		
	A (5)	24	19.5
	B (4)	39	32
	C (3)	42	34
	D (2)	16	13
	F (1)	2	2
			Mean = 3.545

TABLE 5 (Continued)

24. Developments in secondary education

A (5)	14	11
B (4)	38	32
C (3)	42	34
D (2)	16	13
F (1)	12	10

Mean = 3.213

TABLE 6

In E140 School Organization And Administration
For Elementary Teachers, What Level Of Understanding
Did You Develop In The Following:

Item No.	Item (N=146)	Number	Percentage
25.	The roles of federal, state, and local government agencies in education		
	A (5)	7	5
	B (4)	53	36
	C (3)	55	38
	D (2)	19	13
	F (1)	12	8
		Mean = 3.164	
26.	The organization of schools for instructional purposes		
	A (5)	29	20
	B (4)	53	36
	C (3)	51	34
	D (2)	8	5
	F (1)	6	4
		Mean = 3.619	

TABLE 6 (Continued)

27.	Classroom management and control		
	A (5)	27	18
	B (4)	45	31
	C (3)	47	32
	D (2)	20	13
	F (1)	8	5
			Mean = 3.429
28.	Measurement and evaluation of pupil progress		
	A (5)	13	9
	B (4)	56	39
	C (3)	53	37
	D (2)	14	10
	F (1)	7	5
			Mean = 3.378
29.	Professional status, obligations and responsibilities of teachers		
	A (5)	35	24
	B (4)	39	27
	C (3)	51	35
	D (2)	12	8
	F (1)	6	4
			Mean = 3.594

TABLE 7

In D111, Teaching Of English In
Secondary Schools, What Level Of Proficiency
Did You Develop In The Following:

Item No.	Item (N=33)	Number	Percentage
30.	Preparing unit and daily lesson plans		
	A (5)	9	27
	B (4)	8	24
	C (3)	11	33
	D (2)	4	12
	F (1)	1	3
			Mean = 3.606
31.	Adjusting content to individual differences		
	A (5)	5	16
	B (4)	8	25
	C (3)	8	25
	D (2)	11	34
	F (1)	0	0
			Mean = 3.219
32.	Evaluation of student learning		
	A (5)	2	6
	B (4)	14	44
	C (3)	11	34
	D (2)	5	16
	F (1)	0	0
			Mean = 3.406

TABLE 7 (Continued)

33.	Classroom management		
	A (5)	5	16
	B (4)	14	44
	C (3)	6	19
	D (2)	5	16
	F (1)	2	6
			Mean = 3.469
34.	Use of instructional materials and media		
	A (5)	1	3
	B (4)	14	44
	C (3)	10	31
	D (2)	5	15.6
	F (1)	2	6
			Mean = 3.219
35.	Adapting learning activities to English		
	A (5)	7	22
	B (4)	10	31
	C (3)	4	12.5
	D (2)	11	34
	F (1)	0	0
			Mean = 3.406

TABLE 8

In D121, Teaching Of Social Studies
In Secondary Schools, What Level Of Proficiency
Did You Develop In The Following:

Item No.	Item	(N=33)	Number	Percentage
36.	Preparing unit and daily lesson plans			
		A (5)	6	18
		B (4)	12	36
		C (3)	8	24
		D (2)	4	12
		F (1)	3	9
			Mean = 3.424	
37.	Adjusting content to individual differences			
		A (5)	4	12.5
		B (4)	5	15.6
		C (3)	12	37.5
		D (2)	7	22
		F (1)	4	12.5
			Mean = 2.938	
38.	Evaluation of student learning			
		A (5)	3	9
		B (4)	6	19
		C (3)	15	47
		D (2)	6	19
		F (1)	2	6
			Mean = 3.063	

TABLE 8 (Continued)

39.	Classroom Management		
	A (5)	3	9
	B (4)	5	15.6
	C (3)	16	50
	D (2)	5	15.6
	F (1)	3	9
			Mean = 3.000
40.	Use of instructional materials and media		
	A (5)	6	19
	B (4)	11	34
	C (3)	7	22
	D (2)	5	15.6
	F (1)	3	9
			Mean = 3.375
41.	Adapting learning activities to social studies		
	A (5)	5	16
	B (4)	8	26
	C (3)	11	35
	D (2)	4	13
	F (1)	3	9.6
			Mean = 3.258

TABLE 9

In D124, Teaching Of Science In
Secondary Schools, What Level Of Proficiency
Did You Develop In The Following:

Item No.	Item	(N=17)	Number	Percentage
42.	Preparing unit and daily lesson plans			
		A (5)	4	23.5
		B (4)	2	12
		C (3)	4	23.5
		D (2)	4	23.5
		F (1)	0	0
				Mean = 3.000
43.	Adjusting content to individual differences			
		A (5)	2	12
		B (4)	6	35
		C (3)	5	29
		D (2)	4	23.5
		F (1)	0	0
				Mean = 3.353
44.	Evaluation of student learning			
		A (5)	1	6
		B (4)	8	47
		C (3)	4	23.5
		D (2)	3	17.6
		F (1)	1	6
				Mean = 3.294

TABLE 9 (Continued)

45.	Classroom management		
	A (5)	1	6
	B (4)	6	35
	C (3)	5	29
	D (2)	3	17.6
	F (1)	2	12
			Mean = 3.059
46.	Use of instructional materials and media		
	A (5)	6	35
	B (4)	4	23
	C (3)	5	29
	D (2)	2	12
	F (1)	0	0
			Mean = 3.824
47.	Adapting Learning activities to science		
	A (5)	6	35
	B (4)	7	41
	C (3)	2	12
	D (2)	2	12
	F (1)	0	0
			Mean = 4.000

TABLE 10

In D128, Teaching Of Math In Secondary Schools, What Level Of Proficiency Did You Develop In The Following:

Item No.	Item	(N=35) Number	Percentage
48.	Preparing unit and daily lesson plans		
	A (5)	2	6
	B (4)	7	20
	C (3)	15	43
	D (2)	7	20
	F (1)	4	11
			Mean = 2.886
49.	Adjusting content to individual differences		
	A (5)	6	17
	B (4)	2	6
	C (3)	11	31
	D (2)	13	37
	F (1)	3	8.5
			Mean = 2.857
50.	Evaluation of student learning		
	A (5)	0	0
	B (4)	12	34
	C (3)	7	20
	D (2)	10	28.5
	F (1)	6	17
			Mean = 2.714

TABLE 10 (Continued)

51. Classroom management			
	A (5)	3	8.5
	B (4)	8	23
	C (3)	5	14
	D (2)	11	31
	F (1)	8	23
			Mean = 2.629
52. Use of instructional materials and media			
	A (5)	1	3
	B (4)	10	28.5
	C (3)	19	54
	D (2)	0	0
	F (1)	5	14
			Mean = 3.057
53. Adapting learning activities to math			
	A (5)	0	0
	B (4)	12	34
	C (3)	11	31
	D (2)	6	17
	F (1)	6	17
			Mean = 2.829

TABLE 11

In E167, Mathmatics In The Elementary School, What Level Of Proficiency Did You Develop In The Following:

Item No.	Item	(N=146)	Number	Percentage
68.	Preparing unit and daily lesson plans			
		A (5)	15	10
		B (4)	31	21
		C (3)	47	32
		D (2)	37	25
		F (1)	16	11
				Mean = 2.945
69.	Adjusting content to individual differences			
		A (5)	12	8
		B (4)	31	21
		C (3)	56	38
		D (2)	37	25
		F (1)	11	7.5
				Mean = 2.979
70.	Evaluation of student learning			
		A (5)	10	7
		B (4)	31	21
		C (3)	64	44
		D (2)	32	22
		F (1)	9	6
				Mean = 3.007

TABLE 11 (Continued)

71. Classroom management

A (5)	10	7
B (4)	25	17
C (3)	58	40
D (2)	37	25.5
F (1)	15	10

Mean = 2.848

72. Use of instructional materials and media

A (5)	32	22
B (4)	58	40
C (3)	39	27
D (2)	13	9
F (1)	4	3

Mean = 3.692

73. Adapting learning activities to my subject matter area

A (5)	18	12
B (4)	51	35
C (3)	52	35.6
D (2)	20	13.6
F (1)	5	3

Mean = 3.390

TABLE 12

In E198, Teaching Science In The Elementary School, What Level Of Proficiency Did You Develop In The Following:

Item No.	Item	(N=78)	Number	Percentage
74.	Preparing unit and daily lesson plans			
		A (5)	19	24
		B (4)	28	36
		C (3)	22	28
		D (2)	9	11.5
		F (1)	0	0
				Mean = 3.731
75.	Adjusting content to individual differences			
		A (5)	13	17
		B (4)	22	28
		C (3)	31	39
		D (2)	10	13
		F (1)	2	2.5
				Mean = 3.436
76.	Evaluation of student learning			
		A (5)	11	14
		B (4)	24	32
		C (3)	27	35
		D (2)	10	13
		F (1)	5	6
				Mean = 3.346

TABLE 12 (Continued)

77.	Classroom management		
	A (5)	14	18
	B (4)	11	14
	C (3)	40	53
	D (2)	7	9
	F (1)	5	6
			Mean = 3.286
78.	Use of instructional materials and media		
	A (5)	17	22
	B (4)	35	46
	C (3)	18	24
	D (2)	6	8
	F (1)	0	0
			Mean = 3.829
79.	Adapting learning activities to my subject matter area		
	A (5)	17	21
	B (4)	28	35
	C (3)	24	32
	D (2)	8	10
	F (1)	0	0
			Mean = 3.756

TABLE 13

In E325, Teaching Reading In The Elementary School, What Level Of Proficiency Did You Develop In The Following:

Item No.	Item	(N=143)	Number	Percentage
80.	Preparing unit and daily lesson plans			
		A (5)	20	14
		B (4)	37	26
		C (3)	53	37
		D (2)	19	13
		F (1)	14	10
				Mean = 3.210
81.	Adjusting content to individual differences			
		A (5)	40	27
		B (4)	56	38
		C (3)	31	21
		D (2)	15	10
		F (1)	3	2
				Mean = 3.822
82.	Evaluation of student learning			
		A (5)	19	13
		B (4)	66	45
		C (3)	45	31
		D (2)	11	7.5
		F (1)	5	3
				Mean = 3.568

TABLE 13 (Continued)

83. Classroom management			
	A (5)	19	13
	B (4)	39	26.5
	C (3)	60	41
	D (2)	20	14
	F (1)	9	6
			Mean = 3.265
84. Use of instructional materials and media			
	A (5)	25	17
	B (4)	54	37
	C (3)	49	33
	D (2)	15	10
	F (1)	2	1
			Mean = 3.586
85. Adapting learning activities to my subject matter area			
	A (5)	30	20
	B (4)	56	38
	C (3)	46	31
	D (2)	11	7
	F (1)	4	3
			Mean = 3.660

TABLE 14

In E368, Social Studies In The Elementary School, What Proficiency Did You Develop In The Following:

Item No.	Item	(N=45)	Number	Percentage
86.	Preparing unit and daily lesson plans			
		A (5)	7	15.5
		B (4)	15	33
		C (3)	13	29
		D (2)	4	9
		F (1)	6	13
				Mean = 3.289
87.	Adjusting content to individual differences			
		A (5)	4	10
		B (4)	12	29
		C (3)	18	44
		D (2)	3	7
		F (1)	4	10
				Mean = 3.220
88.	Evaluation of student learning			
		A (5)	4	10
		B (4)	12	29
		C (3)	16	39
		D (2)	4	10
		F (1)	5	12
				Mean = 3.146

TABLE 14 (Continued)

89.	Classroom management		
	A (5)	5	12
	B (4)	8	19.5
	C (3)	16	39
	D (2)	7	17
	F (1)	5	12
			Mean = 3.024
90.	Use of instructional materials and media		
	A (5)	9	22
	B (4)	12	29
	C (3)	14	34
	D (2)	1	2
	F (1)	5	12
			Mean = 3.463
91.	Adapting learning activities to my subject matter area		
	A (5)	4	10
	B (4)	15	36.5
	C (3)	17	41
	D (2)	2	5
	F (1)	3	7
			Mean = 3.366

TABLE 15

In D199, Student Teaching In The Secondary Schools, What Level Of Proficiency Did You Develop In The Following:

Item No.	Item	(N=98)	Number	Percentage
54.	Understanding of requirements of, and obligations to, the school in which I was teaching.			
		A (5)	40	41
		B (4)	43	43
		C (3)	12	12
		D (2)	4	4
		F (1)	0	0
				Mean = 4.204
55.	Preparing unit and daily lesson plans			
		A (5)	42	43
		B (4)	27	27.5
		C (3)	24	24
		D (2)	5	5
		F (1)	0	0
				Mean = 4.082
56.	Adjusting content to individual differences			
		A (5)	22	22
		B (4)	41	42
		C (3)	21	21
		D (2)	14	14
		F (1)	0	0
				Mean = 3.724

TABLE 15 (Continued)

57. Evaluation of student learning			
	A (5)	23	23
	B (4)	55	56
	C (3)	16	16
	D (2)	4	4
	F (1)	0	0
			Mean = 3.990
58. Classroom management			
	A (5)	24	24
	B (4)	51	52
	C (3)	17	17
	D (2)	6	6
	F (1)	0	0
			Mean = 3.949
59. Use of instructional materials and media			
	A (5)	18	18
	B (4)	40	41
	C (3)	29	29.5
	D (2)	11	11
	F (1)	0	0
			Mean = 3.663

TABLE 15 (Continued)

60. Adapting learning activities to my subject matter area

A (5)	24	25.5
B (4)	38	39
C (3)	20	20
D (2)	14	14
F (1)	1	1
		Mean = 3.735

TABLE 16

In E199, Student Teaching In The Elementary Schools, What Level Of Proficiency Did You Develop In The Following:

Item No.	Item	(N=147)	Number	Percentage
61.	Understanding of repuirements of, and obligations to, the school in which I was teaching			
		A (5)	77	52
		B (4)	45	31
		C (3)	19	13
		D (2)	6	4
		F (1)	0	0
				Mean = 4.313
62.	Preparing unit and daily lesson plans			
		A (5)	89	60
		B (4)	38	26
		C (3)	12	8
		D (2)	8	5
		F (1)	1	1
				Mean = 4.392
63.	Adjusting content to individual differences			
		A (5)	43	29
		B (4)	77	52
		C (3)	20	14
		D (2)	5	3
		F (1)	2	1
				Mean = 4.048

TABLE 16 (Continued)

64.	Evaluation of student learning		
	A (5)	50	34
	B (4)	63	43
	C (3)	26	18
	D (2)	7	5
	F (1)	1	1
			Mean = 4.048
65.	Classroom management		
	A (5)	67	45
	B (4)	48	32
	C (3)	27	18
	D (2)	6	4
	F (1)	0	0
			Mean = 4.189
66.	Use of instructional materials and media		
	A (5)	54	37
	B (4)	58	39
	C (3)	25	17
	D (2)	7	5
	F (1)	3	2
			Mean = 4.041

TABLE 16 (Continued)

67. Adapting learning activities to my subject matter area

A (5)	54	37
B (4)	67	46
C (3)	19	13
D (2)	6	4
F (1)	0	0

Mean = 4.158

TABLE 17

What Are Your General Feelings Concerning Your Training As A Teacher In The Following Areas:

Item No.	Item (N=258)	Number	Percentage
92.	Developed an understanding of how students learn		
	A (5)	17	7
	B (4)	116	46
	C (3)	95	37
	D (2)	23	9
	F (1)	3	1
		Mean = 3.476	
93.	Developed and understanding of the teacher's role in the classroom		
	A (5)	63	24
	B (4)	131	51
	C (3)	52	20
	D (2)	12	5
	F (1)	0	0
		Mean = 3.950	

TABLE 17 (Continued)

94.	Developed an understanding of the school's administrative structure		
	A (5)	41	16
	B (4)	96	37
	C (3)	88	34
	D (2)	27	10
	F (1)	6	2
			Mean = 3.539
95.	Developed a knowledge of teacher's professional organizations		
	A (5)	34	13
	B (4)	82	32
	C (3)	103	40
	D (2)	32	12
	F (1)	7	3
			Mean = 3.403
96.	Developed the knowledge and skills to handle new innovative practices in education		
	A (5)	30	12
	B (4)	126	49
	C (3)	72	28
	D (2)	23	9
	F (1)	5	2
			Mean = 3.598

TABLE 17 (Continued)

97.	Developed the knowledge and skills to be a good teacher		
	A (5)	50	20
	B (4)	124	49
	C (3)	55	21.5
	D (2)	21	8
	F (1)	5	2
			Mean = 3.757
98.	Developed an appreciation of Missouri's teacher education program		
	A (5)	26	10
	B (4)	74	29
	C (3)	95	37
	D (2)	47	18
	F (1)	13	5
			Mean = 3.208

APPENDIX A

Hopkins

FOLLOW UP STUDY QUALITATIVE COMMENTS

A number of unsolicited comments were written in the margin of the questionaires sent to recent graduates of the College of Education, University of Missouri-Columbia. These comments were of a qualitative nature and have been copied below.

1. I'm a new teacher and have discovered to my dismay that the University has prepared me generally to be a good conversationalist about literature, a semi-organized teacher, and a sometimes dismayed professional. I was taught theory that cannot be practiced today in most schools. Some of it can be used in a limited manner but most was too vague.
2. After student teaching, I knew what to look for in my courses. This was too late, however, because I only had one semester left. It would be much better if the prospective teacher could have some experience like this early in his school career. The sophomore year would be great.
3. The two hour course in methods was not enough. There must be more time to cover all of the possibilities in the subject field.
4. I feel very frustrated with my education and know certainly that I need more. The only problem is that I may not be able to get more of an education and I feel that I should have been more adequately trained during those four years I spent there in Columbia.
5. Most of what I know about teaching I learned in student teaching or in my first year on the job.
6. It seems a shame that there are not requirements for a sophomore in the College of Education to have to observe sessions of regular classes. Too many students have to wait until they student teach to find they are dissatisfied.
7. My education courses seemed far removed from actual circumstances in the classroom.

8. Teacher education at MU proved very unsatisfactory. Student teaching was the most beneficial aspect of teacher education.
9. I feel my education was poor; Not at all preparing me.
10. I feel the course in use of instructional materials and media should be a requirement. I felt I was lacking in this area and I wished I had taken the course.
11. I think that student teaching is the most worthwhile education course offered by the university. If you could do your student teaching when you are a freshman or sohpomore, maybe you could benefit more from the other education courses.
12. If I hadn't had an excellent student teaching supervisor I doubt I'd be teaching today--the need to revamp our teacher training program is urgent.
13. Courses do not prepare future teachers for actual classroom problems.
14. Practical application and experience in the classroom is where I feel I learned the most. I definitely think you should have this before your senior year. Education courses would mean so much more to one who has experienced actual classroom situations.
15. After one year's teaching experience, I am regretful to add that I feel the educational program at MU is pitifully poor. Though my grades in college indicated that I learned a good deal about teaching, in actual practice my college education was inadequate to the needs of good teaching.
16. My cooperating teacher was a first year teacher. That is not a good idea.
17. Missouri is 10 years out of date in its program. Missouri high schools are 20 years out of date. The improvements fostered at Mizzou are relative.

18. I never gave up hope, but with the exception of a few bright spots, I was very much disappointed with my education courses at the University.

19. I've had an excellent experience.

20. Idealistic situations can not compare with practical application. Missouri's educational program could be improved by using more classroom experience in classes other than student teaching.

21. We need less education courses and more actual classroom observations and practice. We also need training in how to handle discipline problems with the "non-motivated" students.

22. More experiences with children in a classroom situation should be provided before senior year.

23. Generally speaking--too much time was wasted in education classes at MU on lengthy speeches on philosophy, theory, and unusuable generalities. In my opinion the undergraduate program would really prepare students for classroom teaching if they used more "active observation-participation" in real classrooms and guide observation so that it really relates to MU instruction. Individual methods classes and student teaching were the most valuable and really usable classes at the University. I hope something comes of this.

24. I feel as if my student teaching was the most beneficial part of my college career. Courses need re-evaluation.

25. I felt in many of my classes that I had not been prepared by the course for situations which arise in actuality and not in theory.

26. I do not feel that they gave me a practical, working knowledge of what to do in the classroom.

27. I would like to say that I feel the best courses are those which either give you actual experience with children or give you usable ideas.

APPENDIX B

Hopkins

University of Missouri - Columbia

111 Hill Hall
Columbia, Missouri 65201

COLLEGE OF EDUCATION
Office of Director of Educational Placement

Telephone
314 449 9674

March 9, 1970

Dear Alumnus,

The purpose of this letter is to enlist your help in a project currently being undertaken by the Educational Placement Office at the University of Missouri.

I am sure you are becoming more aware as this year progresses that keeping our educational programs relevant to today's changing times is one of the major problems facing us in American education. The Educational Placement Office as a part of the College of Education is concerned with the feelings and opinions you have concerning the quality of the teacher training program you completed last year.

I am aware that as a first year teacher your time is in great demand. With this in mind the enclosed survey is designed to take only about ten minutes to complete. You will find a self addressed, stamped envelope enclosed for your convenience. Your participation in the opinion survey will be greatly appreciated. Results will be instrumental in helping evaluate the current program and should provide valuable insight into what changes might be made to improve the program for future participants.

Thank you very much for your cooperation. The College of Education is anxious to produce the best teacher training program possible at the University of Missouri. Your assistance in this project is certainly appreciated.

Sincerely,

Mark L. Hopkins

Mark L. Hopkins
Placement Assistant

Hopkins

University of Missouri - Columbia

111 Hill Hall
Columbia, Missouri 65201

COLLEGE OF EDUCATION
Office of Director of Educational Placement

Telephone
314 449 9674

March 26, 1970

Dear Alumnus,

About three weeks ago you were invited to participate in an opinion survey designed to aid in the evaluation of the teacher training program at the University of Missouri. To date about 75% of the forms have been returned and we certainly would like to have 100% participation.

I realize you have many demands on your time, but I certainly would like to include the information you could provide in the final tally of information. I have taken the liberty of enclosing another questionnaire in case your first copy was misplaced.

Thank you very much for your cooperation. Your assistance in this project is certainly appreciated.

Sincerely,

Mark L. Hopkins

Mark L. Hopkins
Placement Assistant

Hopkins

University of Missouri - Columbia

111 Hill Hall
Columbia, Missouri 65201

COLLEGE OF EDUCATION
Office of Director of Educational Placement

Telephone
314 449-9674

April 10, 1970

Dear Alumnus,

Two weeks ago you were sent a questionnaire from the Educational Placement Office at the University of Missouri concerning a study of the teacher training program presently functioning at the University. To date I have not received your reply.

It is vital that I receive this information in order for a valid study to be made. I realize you have many demands on your time, but I would appreciate receiving the questionnaire at your earliest convenience. I have taken the liberty of enclosing another questionnaire in case the first copy was misplaced.

Thank you for your cooperation.

Sincerely,

Mark L. Hopkins

Mark L. Hopkins
Placement Assistant

Hopkins

APPENDIX C

Hopkins

University of Missouri

College of Education

ID No. _____
(1-4)

QUESTIONNAIRE FOR FIRST YEAR TEACHERS

NOTE: If you are not teaching, please answer the questions in Section I only. If you are presently teaching, please answer those questions that apply to you in Sections II and III. On the space provided at the start of each question, put in the number of your response. Please ignore the numbers to the left of each question. These numbers are for computer purposes only.

SECTION I.

(5) ____ SEX
1. Male
2. Female

(6) ____ MARITAL STATUS
1. Single
2. Married
3. Widowed, separated divorced

(7) ____ WHAT TYPE OF POSITION DO YOU PRESENTLY HAVE?
1. Student pursuing higher degree
2. Job in business
3. Housewife
4. In military service
5. Other, specify

(8-12) PLEASE INDICATE YOUR PRESENT SALARY.

_____

(13) ____ PLEASE INDICATE WHY YOU CHOSE NOT TO TEACH THIS YEAR.
1. No teaching position available where I live.
2. Salary better than I could earn teaching
3. Like present work better than teaching
4. Family responsibilities
5. Drafted
6. Other, specify _____

_____

SECTION II.

(5) ____ SEX
1. Male
2. Female

(6) ____ MARITAL STATUS
1. Single
2. Married
3. Widowed, separated divorced

(7) ____ ON WHAT LEVEL ARE YOU TEACHING?
1. Elementary
2. Secondary
3. Both elementary and secondary
4. College

(8-9) ____ TEACHING (Area of Specialization)
1. Elementary Education
2. Art
3. Biology
4. Chemistry
5. Commercial
6. English
7. French
8. General Science
9. German
10. Industrial Education
11. Latin
12. Library Science
13. Mathematics
14. Music
15. Physical Education - Men
16. Physical Education - Women
17. Physics
18. Social Studies
19. Spanish
20. Special Education
21. Speech
22. Speech Correction
23. Vocational Home Economics
24. Other, please specify

_____

(10) ____ HAVE YOU BEGUN WORK ON AN ADVANCED DEGREE?
1. Yes
2. No

(11) ____ IF "NO" DO YOU PLAN TO BEGIN WORK ON AN ADVANCED DEGREE IN THE NEAR FUTURE?
1. Yes
2. No
3. Not sure at this time

(12) ____ WHAT INFLUENCED YOU TO ACCEPT YOUR PRESENT TEACHING JOB?
1. Desirable location
2. Salary offered
3. Liked people I interviewed
4. All of the above
5. Husband works in community
6. Other, specify

_____

(13) ____ IS YOUR POSITION THE KIND YOU HOPED TO OBTAIN?
1. Yes
2. No

(14) ____ IF "NO" STATE THE PRIMARY REASON IT FAILED TO MEET YOUR ASPIRATIONS
1. Undesirable location
2. Salary too low
3. Too many preparations
4. Poor teaching conditions
5. Too many extra assignments
6. Other, specify

_____

(15-19) PLEASE INDICATE YOUR PRESENT SALARY FOR FULL YEAR

_____

(20) ____ DO YOU HAVE EMPLOYMENT IN ADDITION TO YOUR TEACHING JOB?
1. Yes
2. No

Hopkins

(21) ____ IF YES, HOW MANY HOURS PER WEEK DO YOU WORK OTHER THAN TEACHING?

WHAT TYPE WORK DO YOU DO OTHER THAN TEACHING?

(22) ____ WHAT IS YOUR REACTION TO TEACHING?

1. Like it very much
2. Well satisfied
3. Satisfied
4. Just tolerate it
5. Dislike it

(23) ____ WHAT ARE YOUR PLANS AS FAR AS TEACHING IS CONCERNED?

1. Intend to continue
2. Plan to drop out
3. Am undecided at present
4. Plan to drop out for time being

(24) ____ PLEASE INDICATE YOUR PLANS FOR NEXT YEAR.

1. Will teach again at present location
2. Expect to go back to college
3. Plan to enter another type of work
4. Plan not to work

SECTION III.

NOTE: Please grade each of the possible responses just as you were graded as an undergraduate student at the University of Missouri.

In A102 Educational Psychology, what level of understanding did you develop in ghe following:

(25)	____	The concept of intelligence and measuring ability	F	D	C	B	A
(26)	____	How students are motivated	F	D	C	B	A
(27)	____	How students learn	F	D	C	B	A
(28)	____	Using statistics and measurement in the classroom	F	D	C	B	A

In D140 School Organization and Administration For Secondary Teachers, what level of understanding did you develop in the following:

(29)	____	The roles of Federal, State, and local governmental agencies in education.	F	D	C	B	A
(30)	____	Professional relationships and responsibilities of the classroom teacher.	F	D	C	B	A
(31)	____	The teacher's responsibility outside assigned classroom duties	F	D	C	B	A
(32)	____	Developments in secondary education	F	D	C	B	A

In E140, School Organization and Administration for Elementary Teachers, what level of understanding did you develop in the following:

(33)	____	The roles of federal, state, and local governmental agencies in education.	F	D	C	B	A
(34)	____	The organization of schools for instructional purposes	F	D	C	B	A
(35)	____	Classroom Management and Control	F	D	C	B	A
(36)	____	Measurement and Evaluation of Pupil Progress	F	D	C	B	A
(37)	____	Professional Status, Obligations and Responsibilities of Teachers	F	D	C	B	A

Hopkins

In D111, Teaching of English in Secondary Schools, what level of proficiency did you develop in the following:

(38)	____Preparing unit and daily lesson plans	F	D	C	B	A
(39)	____Adjusting content to individual differences	F	D	C	B	A
(40)	____Evaluation of student learning	F	D	C	B	A
(41)	____Classroom management	F	D	C	B	A
(42)	____Use of instructional materials & media	F	D	C	B	A
(43)	____Adapting learning activities to English	F	D	C	B	A

In D121, Teaching of Social Studies in Secondary Schools, what level of proficiency did you develop in the following:

(44)	____Preparing unit and daily lesson plans	F	D	C	B	A
(45)	____Adjusting content to individual differences	F	D	C	B	A
(46)	____Evaluation of student learning	F	D	C	B	A
(47)	____Classroom management	F	D	C	B	A
(48)	____Use of instructional materials & media	F	D	C	B	A
(49)	____Adapting learning activities to Social Studies	F	D	C	B	A

In D124, Teaching of Science in Secondary Schools, what level of proficiency did you develop in the following:

(50)	____Preparing unit and daily lesson plans	F	D	C	B	A
(51)	____Adjusting content to individual differences	F	D	C	B	A
(52)	____Evaluation of student learning	F	D	C	B	A
(53)	____Classroom management	F	D	C	B	A
(54)	____Use of instructional materials & media	F	D	C	B	A
(55)	____Adapting learning activities to science	F	D	C	B	A

In D128, Teaching of Math in Secondary Schools, what level of proficiency did you develop in the following:

(56)	____Preparing unit and daily lesson plans	F	D	C	B	A
(57)	____Adjusting content to individual differences	F	D	C	B	A
(58)	____Evaluation of student learning	F	D	C	B	A
(59)	____Classroom management	F	D	C	B	A
(60)	____Use of instructional materials & media	F	D	C	B	A
(61)	____Adapting learning activities to math	F	D	C	B	A

In D199, Student teaching in the Secondary Schools, what level of proficiency did you develop in the follosing:

(62)	____Understanding of requirements of, and obligations to, the school in which I was teaching.	F	D	C	B	A
(63)	____Preparing unit and daily lesson plans	F	D	C	B	A
(64)	____Adjusting content to individual differences	F	D	C	B	A
(65)	____Evaluation of student learning	F	D	C	B	A
(66)	____Classroom management	F	D	C	B	A
(67)	____Use of instructional materials & media	F	D	C	B	A
(68)	____Adapting learning activities to my subject matter area	F	D	C	B	A

In E199, Student Teaching in the Elementary Schools, what level of proficiency did you develop in the following:

(69)	____Understanding of requirements of, and obligations to, the school in which I was teaching	F	D	C	B	A
(70)	____Preparing unit and daily lesson plans	F	D	C	B	A
(71)	____Adjusting content to individual differences	F	D	C	B	A
(72)	____Evaluation of student learning	F	D	C	B	A
(73)	____Classroom management	F	D	C	B	A
(74)	____Use of instructional materials & media	F	D	C	B	A
(75)	____Adapting learning activities to my subject matter area	F	D	C	B	A

Hopkins

(____Duplicate Columns 1-4)

In E167, Mathematics in the Elementary School, what level of proficiency did you develop in the following:

(5)	____	Preparing unit and daily lesson plans	F	D	C	B	A
(6)	____	Adjusting content to individual differences	F	D	C	B	A
(7)	____	Evaluation of student learning	F	D	C	B	A
(8)	____	Classroom management	F	D	C	B	A
(9)	____	Use of instructional materials & media	F	D	C	B	A
(10)	____	Adapting learning activities to my subject matter area	F	D	C	B	A

In E198, Science in the Elementary School, what level of proficiency did you develop in the following:

(11)	____	Preparing unit and daily lesson plans	F	D	C	B	A
(12)	____	Adjusting content to individual differences	F	D	C	B	A
(13)	____	Evaluation of student learning	F	D	C	B	A
(14)	____	Classroom management	F	D	C	B	A
(15)	____	Use of instructional materials & media	F	D	C	B	A
(16)	____	Adapting learning activities to my subject matter area	F	D	C	B	A

In E325, Teaching Reading in the Elementary School, what level of proficiency did you develop in the following:

(17)	____	Preparing unit and daily lesson plans	F	D	C	B	A
(18)	____	Adjusting content to individual differences	F	D	C	B	A
(19)	____	Evaluation of student learning	F	D	C	B	A
(20)	____	Classroom management	F	D	C	B	A
(21)	____	Use of instructional materials & media	F	D	C	B	A
(22)	____	Adapting learning activities to my subject matter area	F	D	C	B	A

In E368, Social Studies in the Elementary School, what proficiency did you develop in the following:

(23)	____	Preparing unit and daily lesson plans	F	D	C	B	A
(24)	____	Adjusting content to individual differences	F	D	C	B	A
(25)	____	Evaluation of student learning	F	D	C	B	A
(26)	____	Classroom management	F	D	C	B	A
(27)	____	Use of instructional materials & media	F	D	C	B	A
(28)	____	Adapting learning activities to my subject matter area	F	D	C	B	A

What are your general feelings concerning your training as a teacher in the following areas:

(29)	____	Developed an understanding of how students learn	F	D	C	B	A
(30)	____	Developed an understanding of the teacher's role in the classroom	F	D	C	B	A
(31)	____	Developed an understanding of the school's administrative structure	F	D	C	B	A
(32)	____	Developed a knowledge of teacher's professional organizations	F	D	C	B	A
(33)	____	Developed the knowledge and skills to handle new innovative practices in education	F	D	C	B	A
(34)	____	Developed the knowledge and skills to be a good teacher	F	D	C	B	A
(35)	____	Developed an appreciation of Missouri's teacher education program	F	D	C	B	A